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The chief components of Swedish formal adult education are (1) independent lectures, which stress popularization of public affairs and of selected aspects of culture, science, and technology; (2) the folk high schools, whose object is to impart to young adults a general and civic education; (3) special schools operated by the popular movements; and (4) study circles, which are fellowship groups that meet to pursue theoretical and practical study of particular subjects according to a predetermined plan. Lecture activities are organized and coordinated at several levels, and receive some government support; the study circles and folk high schools are largely government subsidized. Study circles, annually serving one out of ten adult Swedes, cover a broad range of subjects; fine arts and foreign languages have become especially popular. Lecture series, residential courses, mass media, libraries, correspondence study, and other programs supplement the study circles. (The document includes enrollment and attendance data, lecture activities (1963-64), and a list of 13 approved national adult education organizations.) (ly)

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SWEDEN TODAY

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Adult Education in Sweden

by Sven-Arne Stahre

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ADULT EDUCATION IN SWEDEN

by Sven-Arne Stahre

The Swedish Institute
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PREFACE

The purpose of this booklet is to review the present state of Swedish adult education. Historical background will be given only fragmentary treatment. However, the text does not lay claim to completeness even as regards its avowed purpose. Any attempt to mark the limits of adult education leaves room for question marks. For example, much of the information communicated by newspapers and magazines has a direct or indirect bearing on the level of knowledge and attainment. So does the work of museums when they put on their permanent or temporary exhibitions. For want of space here, however, these and similar activities have been excluded from our frame of reference.

More specifically, this booklet seeks to orient visitors to Sweden to what is recognized, more or less, as institutionalized adult education. In so doing, it will describe the conditions under which this work is carried on, as well as its most important methods and procedures.

WHAT IS MEANT BY ADULT EDUCATION?

Its general scope

As understood in Sweden, adult education refers to learning activities voluntarily pursued by mature persons in their spare time.

Persons who have reached their 18th birthday are usually regarded as adults for purposes of adult education. But in certain kinds of activity (as carried on by study circles, for example) the lower age limit may be set at 14. Obviously, no limits apply in regard to adult education by public library, radio and TV broadcasts, and the like.

By tradition, adult education in Sweden is nonvocational. The need to train people for wage-earning occupations, or to provide added vocational skills, is catered for by special schools; such schools, as well as various vocational courses, may be run under the auspices of local, regional or national government, or by private enterprise.

A few comments are in order here, however. During its early history much of adult education sought to supplement brief and inadequate schooling by offering facilities for elementary studies, as in Swedish and mathematics. But as compulsory education was lengthened with the expansion of the school system, adult education has no longer had to fill this gap to the same extent. But the need remains for certain groups of older persons, as well as within other age groups; this is particularly true of foreign languages, in which elementary instruction was not provided by the compulsory school until rather recently. Considering, too, the development of international contacts and the limited currency of the Swedish language, we can readily see why foreign languages occupy so large a place in adult education.

These elementary studies, naturally, cannot be directly subsumed under vocational training. Still, they comprise an essential component of formalized basic education - the improvement of skills by practice - which gives them a unique status in adult education.

It is also relevant here to note that the question of adult education in relation to vocational training has been debated with increasing fervor in the past few years. Generally speaking, as more and more knowledge is required of people already engaged in the job world, greater demands are being put on adult education. On the other hand, basic vocational training (for those not yet employed) largely continues to fall outside its scope. In recent years, for instance, adult education has successfully coped with efforts to offer studies designed to confer academic qualification; and preparatory courses for admission to higher institutions of learning are increasingly common, as shown by the syllabuses of folk high schools. Not a few adult educators are strong supporters of this trend.

Sponsoring organizations

Swedish adult education in the modern sense has traditions dating back more than 100 years. Before the country started industrializing in earnest in the mid-19th century, the work of educating adults was

sustained by many Lutheran churchmen and nonconformists, by groups of university graduates, and by elementary school teachers (in large part a consequence of the Compulsory Education Act of 1842). These efforts, however, did not impinge on a larger body of citizens until industrialization became more widespread. Since the middle of the 19th century, adult education has kept pace with the social and economic transformations wrought by this process.

In the wake of industry came urbanization, which in turn led to the unusually vigorous growth of organizations on a voluntary basis. Even during the 19th century many of these had come to be of nationwide scope, and they have since achieved unusual strength and stability in Sweden. Idealistic bodies, such as those which evolved from the temperance movement, and interest groups, as exemplified by consumer cooperatives and trade unions, became the fountainheads of new ideas and reformist endeavors which were fostered by large sections of the community as industrialism gained ground.

Organized causes are generally known in Sweden as popular movements, and their ideological and economic influence has long been, and still is, a great one. And when we consider that their membership numbers in the hundreds of thousands, these popular movements also comprise important "lobbying" groups in their own right for the exercise of indirect political pressure.

Why have these movements become so strong? One reason, surely, is that they have always appreciated the importance of knowledge; from the very beginning, they saw to it that their members were enabled to learn not only about the conditions and objectives of their own organizations, but also about the social and economic problems of society at large. They therefore came to sponsor programmes of adult education which concentrated on training for better membership and citizenship. In so doing, they have been able to preserve their identity against encroachment from the outside. Further, they have been able to recruit the vast majority of leaders from their own ranks, and instilled in members a sense of communion and responsibility both towards their own organization and towards the larger society.

Today, the popular movements sponsor those sectors of Swedish adult education which reach out to large groups of citizens. Their achievements have wrought a popular movement in its own right. The educational traditions developed by these movements - and which have sprung directly from their specific attributes - continue in great measure to determine the focus of present-day adult education in Sweden. Moreover, the methods now in use are largely a distillation of the experiences gained by the popular movements.

In order to realize their aspirations in this field, the popular movements have formed their own educational associations. Each has its own board and its own administrators, although they naturally perform their duties in close collaboration with the parent body or bodies. Some of the associations are sponsored by a single movement, others by a group of allied movements.

There are now 13 educational associations related to the major organized causes. In addition they are recognized by the highest educational authority in the land, the National Board of Education, which means that they qualify for government grants-in-aid. All these groups are national in scope, with a central headquarters as well as regional and local representation. They are organized along democratic lines, that is, an annual general assembly elects the board of management; the board, in turn, appoints the executives in charge. The regional and local offices are similarly structured. A list of the approved educational associations is given on page 32.

Other sponsors of adult education in Sweden include some communes, which run evening courses and night schools for their inhabitants. A large group of folk high schools are sponsored by the county councils. The public libraries derive most of their support from local authorities. As regards radio and TV, the national government may be said to act as sponsor by virtue of the power its exerts over appointments to the Board of Directors of Sveriges Radio-TV, the national broadcasting organization; the popular movements are also represented on the Board, but their influence is not dominating.

Objectives

As has already been observed, Swedish adult education concentrates on enabling large groups of citizens to improve their general attainments. It does not confine itself to intellectual exercises, but seeks to provide the means for character development as a whole. Adult education therefore takes in all walks of life, ranging from orientation to the latest advances of science and technology to changes in the social, economic and political scene, to the problems of international coexistence and of the developing countries, and to literature, theatre, music, the fine and applied arts, and other aspects of culture. In addition, adult education has taken upon itself the task of making good the deficiencies resulting from formal education; this it has largely done at a comparatively elementary level, but more recently it has also ventured into more sophisticated fields.

A self-evident objective of adult education is to help individuals in their quest for learning and knowledge. But by virtue of its methods, it seeks at the same time to provide them with maximum opportunities for developing proficiency in the art of living and getting along together. Teamwork and other collective techniques accordingly form an integral part of adult education activity.

Other criteria which this activity must satisfy are:

- There must be no constraining barriers: no one is to be excluded from taking part, and it is left to the individual to select subject and procedure.
- Participation is voluntary: no one shall be forced to participate by pressure or other means.
- There shall be no indoctrination of subject matter. Studies shall be approached from all sides, and objectivity, tolerance of dissent, and unbiassed search for the truth shall be the guiding stars.
- The activity shall be democratic: the participants meet as equals, and the democratic way of life pursued in the society at large shall determine the spirit and tone of the work.

- Where popular movements are the sponsors, adult education shall resolutely foster the self-development of members, the better to enable them to make more mature contributions to the endeavors of their organization and of society at large.
- The activity shall make cultural values available to all citizens.

In consequence of the group procedures used, and of the general focus of adult education as indicated above, the elementary studies are largely predominant. In different ways, however, adult education aims further at new and higher levels of knowledge and at deeper penetration of different branches of learning. Although it is possible to achieve this aim in part by continued use of group procedures, support is also given to the individual as he continues on his own in those special fields that command his particular interest.

Scope

As mentioned earlier, Swedish adult education has grown to become a popular movement in its own right. The tables at the end of this booklet show that annual enrollment in the various programmes numbers in the hundreds of thousands. It is estimated that at least one of ten adult Swedes is engaged each year in some extended form of systematic learning activity. This estimate does not include occasional visitors to lectures or those who happen to tune in on an adult education programme over radio or TV.

By far the greater number of participants are wage-earners and their families - in short, the broadest section of the community. The enrollment of blue-collar workers is especially pronounced.

Government views on adult education

Adult education has enjoyed public support ever since it began to take shape in modern guise. This is true of the libraries, lectures and the folk high school. Certain sectors, in particular the study circle, as developed by the popular movements, did not qualify for such support until a later date. A milestone was reached in 1947

when the Riksdag authorized grants-in-aid designed in principle to underwrite half of certain specified expenses incurred by the activities of study circles.

The county councils and communes have also granted increased support to adult education in its various forms.

Public support of adult education does not entail interference with its procedures or subject offerings. The strings tied to grants-in-aid are of a formal nature, that is, specified criteria must be met in regard to number of participants, length of courses, qualifications of leaders, and the quality of teaching aids used. Instructional programmes and forms of study are not subjected to public examination.

As already mentioned, the educational associations set up by the popular movements must be recognized by the National Board of Education in order to qualify for grants-in-aid. Approval status is held by 13 associations at the present time, and has been accorded after examination of their organizational stability, scope, and general objectives. Another condition is that the Board must approve each association's director of studies as qualified for his duties.

The Board of Education has a separate Adult Education Division to deal with matters in this field. The Division distributes grants-in-aid, enforces the observance of regulations, and arranges other contacts within the widely ramified branches of adult education.

PROCEDURES AND INSTITUTIONS

Lecturing activity

General observations

As in other countries the independent lecture, where an instructor confronts his audience on a single occasion, is one of the tried and true methods of adult education in Sweden. Itinerant lecturers have done pioneering work in rural areas by bringing many people from different walks of life in touch with developments in science, art and other cultural fields. Although their functions may now be said

to have been taken over to some extent by radio and television, the face-to-face contact of speaker and audience is still enough of a galvanic force to justify continued use of the lecture form.

Perhaps the chief value of the single lecture is to stimulate interest in a certain subject and to point the way to books and other means for pursuing more regular studies.

Changing times have perforce wrought great changes in the form and substance of independent lectures. Today's lecturer draws heavily on audio-visual aids to amplify his oral presentation. It is also becoming more common to recast the lecture as a colloquy or panel discussion in which more people take part.

Early provision was made in Swedish adult education for alternatives to independent lectures in the form of lecture series and lecture courses. In the series type of lecture programme, four lectures on one theme are given by the same person. A typical programme starts on one day and ends on the next. The combined length of lectures must not be less than four hours. Active participation by the audience is assumed, with questions being put and answered on both sides of the platform. Between lectures the participants have usually been given something to think about, and the fruits of their homework provide a starting point for the next lecture. In this way the lecture series acquires a more systematized learning content than is true of the single lecture.

A course of lectures develops one subject or group of allied subjects at greater length, though with all sessions still scheduled for evening hours.

Efforts are made in all types of lectures to encourage self-activity. Wherever possible, the actual lecture is supplemented by a method of group work known as buzz sessions, in which learners trash out the subject matter and then report their findings. Direct participation of this kind is one applied example of the above-described pedagogical principles which guide Swedish adult education.

Offerings

Lectures cover a wide variety of subjects. In the single-lecture type of programme, the most popular offerings are in literature (presentations of authors and their works) and music (folk and classical). Single lectures also seek to orient listeners to the latest advances of science and technology, and to topical social, economic and political issues, including their international aspects.

As a rule lecture series are organized as supplements to other types of local learning activity, in particular the study circle. Subject offerings are therefore determined with reference to the community setting. Even so, they tend to be swayed by the general social, economic, public and cultural issues of the day.

Lecture courses are chiefly intended for people unwilling to commit themselves to more systematic study, yet who want more detailed orientation to a specific subject or a broader subject area. Here again prominence is given to public affairs, as well as to selected aspects of culture, science and technology.

Arrangers

Programmes are organized by local lecturing institutes, by the regional and local branches of the educational associations, and by Sveriges Radio-TV (the Swedish Broadcasting Corporation). The institutes and associations collaborate in this sector through the medium of libraries and museums, which regard lecture programmes as a part of their extension services.

Much of the lecturing activity is regionally integrated by liaison groups in adult education known as county educational societies. Within each county all the adult education organizations are affiliated with such a group. Time has proved the societies to be effective coordinators, especially of lecture programmes.

The local institutes and the county educational societies are members of the National Adult Education Association (Folkbildningsförbundet). Together with the approved educational associations the NAEA formu-

lates general policy on lecture programmes. Central administration is in the hands of the Central Bureau for Lecturing Activities (Folkbildningsorganisationernas föreläsningsbyrå), jointly set up by NAEA and the educational associations. The Bureau is managed by a board consisting of representatives from the affiliated members. Its principal duties are to approve lecturers and to distribute grants-in-aid.

Separate lecture programmes are run on a large scale by the popular movements. Their purpose is twofold: to inform members of their organization's current problems and attitude to these problems; and as a part of training programmes which the popular movements offer for their officials and members. These larger programmes are conducted either in residential schools or in schools operated by the movements themselves.

The scope of lecture programmes is shown by the table on page 34.

Public support

Financial support for lecture programmes has long been available from the national government. According to the system now in force, the local arranger of lectures incurs a fixed fee, which is of the same amount regardless of where he is located and for which he is subsequently reimbursed. This system was devised to make it easier for more remote communities to engage the services of outstanding lecturers at reasonable cost and to permit greater variety of subject offerings. The table on the back page lists the amounts presently contributed by the national government to lecturing programmes.

The folk high school

Background

The first folk high schools in Sweden were founded in the 1860's and were based on ideas borrowed from Denmark. Of strongly local character at first, they came to be converging points and sources of strength for the cultural life of rural areas. In consequence of the new communal laws enacted in 1862, rural people acquired

greater influence in local and national affairs. This heightened responsibility generated a greater need for knowledge and understanding of the requirements of citizenship. The way to this goal was opened for many young people in the countryside by the folk high school.

As in Denmark every school took on a distinctive character. Most of the schools sprang from private initiative and reflected the interests of their founders as well as the special features of the surrounding area. They were financed by donations and tuition fees, with the result that they could develop apart from the official school system. Folk high schools did not have to comply with the standardization of teaching methods and syllabuses which would have followed if the official system had incorporated them.

Early in their history, a number of folk high schools were established by county councils, and over the years many councils have taken over schools which were privately founded. The national government has been rendering support since 1872, and grants-in-aid now run into sizable figures, though without appreciably encroaching on the latitude enjoyed by these schools. Even today the folk high school represents the freest and most independent type of educational institution in Sweden.

When the popular movements embraced the folk-high-school concept at the beginning of this century, the enrollment base was broadened. As industrial workers and city dwellers felt a greater need for knowledge of citizenship and public affairs, a number of schools were gradually established with the popular movements as their sponsors. Many critics feared that the schools would become too sectarian, but these fears never materialized. Movement-run schools have generally developed into open and true educational centres, and many of them have been able to promote the growth of the folk high school. They have brought people from new occupations and social levels to these schools, and by virtue of their identification with democratic processes they have been in a position to help bring new rural schools into being.

As of 1965, 103 folk high schools were receiving government support. County councils sponsored 45 of the schools, while the remainder operated in close relationship with different popular movements. Hardly a year passes without some new folk high school qualifying for public aid.

Programmes

The object of folk high schools is to impart to young persons of mature years a general and civic education. In the statute dealing with these schools, the main stress is put upon "stimulating instruction calculated to further individual thinking and moral strength, and which ensures that the pupils shall be made familiar with their local conditions and traditions and with their country, its historical development and present social conditions, its spiritual and material resources".

The following subjects are compulsory in government-supported folk high schools: Swedish, history, civics, geography, mathematics, natural science, hygiene, singing and gymnastics. Over and above this requirement, each school is free to offer its own choice of subjects. The determining factor here is the particular background of a school. Some of the movement-run schools allot more classroom time to consideration of social, public and international issues, others emphasize philosophy and religion, and a third group concerns itself with practical or theoretical subjects, such as natural science.

The courses given in folk high schools are based on the curricula of the compulsory basic school and are not directly prevocational. They run in most schools for two years, each for the period from October to May, during which pupils are in residence. In addition there are some shorter special courses added as supplements to the second year.

Practical experience in living together, learning as members of a group, and a large measure of individual freedom are salient characteristics of the folk high school. The community of fellowship embraces both teachers and pupils. At its best, day-to-day work resolves

itself into close cooperation over common studies and character development. Free conversations and discussions enable pupils and teachers to describe their experiences and express their views without reservation. This daily personal contact between pupils and with teachers is one of the finest things a folk high school can give. People of different political and religious persuasions, reflecting their differences of economic, social and occupational background, are brought together and learn from one another. Above all they learn to respect dissenting opinions, and to show understanding and tolerance. They are forged together into one group.

Many of the folk high schools have become important centres of adult education in ways other than those offered by their regular courses. Between terms especially, they play host to a large number of adult education conferences as well as short-term courses. Teachers and pupils also participate in much of the adult education work of their communities, with the teachers serving as lecturers and the pupils as leaders and members of study circles.

Enrollment

At first the folk high schools admitted only males, but before long summer courses for girls were arranged. Nowadays the girls preponderate. In 1965, when total enrollment was about 13,000, they outnumbered their male classmates by about 2,000.

The minimum age for admission is 18; there is no specified maximum. At present the average age of pupils is in the neighbourhood of 20. As mentioned earlier, they come from a variety of occupations and social levels. The majority of them, however, still have no formal education beyond the compulsory basic school.

Most of the pupils who already belong to the working community return to their previous jobs and places of employment. They do not regard their studies and in-school residence as a stepping stone in their careers, even though some of them nowadays apply for and gain admission to higher institutions of learning, such as schools of social work and nursing schools, on the basis of their work at the folk high

school. In spite of annual increases in the capacity of folk high schools, applications continue to outrun enrollments. This is as good an indication as any of the repute and popularity which these schools enjoy. One of the explanations, of course, is to be sought in the long tradition built up by the folk high school in Sweden. Another reason is that the school, by virtue of its manner of working and the content of its instruction, provides a strong stimulus to the life of the mind. Young people thrive in the school setting; and when they leave, they see themselves and the world around them in enriched perspective, which in turn makes them feel better able to cope with the school of life ahead.

Public support

The national government contributes toward 90 percent of the operating expenses, consisting mostly of teachers' salaries. State scholarships of varying amount are granted to pupils to pay their upkeep, part of their costs for study materials, and towards the support of dependents, if any. Scholarships are awarded on the basis of a means test.

Many county councils and communes provide scholarships, as do various popular movements, among them the trade unions, cooperatives and temperance organizations.

We have already observed that a folk high school must offer certain obligatory subjects in order to qualify for state aid. The central government does not impose conditions in regard to teaching methods or course content. However, university qualifications are required of teachers in their particular subjects. Folk high schools come under the supervision of the Adult Education Division of the National Board of Education. Since 1912 the Board has employed an Inspector of Folk High Schools for this purpose.

Statistics on enrollments and size of grants-in-aid to folk high schools are given on the back page.

Special schools operated by the popular movements

The popular movements have set up their own schools to train members, elected representatives and employees. In-residence courses of varying length are offered, for example in connection with weekend conferences on a movement's current problems; or they may be training courses of one or two weeks for organizers and administrators; or special courses of up to three months for advanced training of officials and elected representatives.

Among the operators of these special schools are LO (the Confederation of Trade Unions) and its member unions, political parties, consumer cooperatives and organized farm groups.

Although the special schools are largely concerned with the internal problems and conditions of their parent organizations, their programmes do contain a considerable element of general education. There are survey courses on current social problems, international issues, environmental problems, and aspects of culture.

These schools do not receive public support. However, their capacity is not large enough to accommodate all the in-residence types of programmes which the popular movements need. As was mentioned earlier, the premises of folk high schools are frequently used by the popular movements for training purposes.

The educational associations

Overview

A general introduction to these groups was given in the opening chapter, and a list of the approved educational associations is given on page 32.

To some extent, of course, the associations compete with one another. By the very nature of things, each exercises its persuasive talents to enlist maximum participation in its own programmes. However, they have set up their own coordinating body, the Collaborating Educational Associations (Samverkande Bildningsförbunden) to deliberate matters

of mutual interest and to forge a common stand on important concerns involving external relations. The Collaborating Educational Associations are managed by a board on which each approved educational association has one representative. The board is served by committees for consultation in certain fields, such as music, theatre and art. A separate committee, known as the Pedagogical Board, passes on the quality of study materials and qualifications of teachers, defines the scope of subject matter, and handles other matters of mutual concern for member associations. The Collaborating Educational Associations also administer a folk high school, jointly sponsored by the associations, which concentrates on the training of leader-teachers, especially for the study circles. Apart from this school, the Collaborating Educational Associations have no activities of their own, nor do they employ a permanent staff.

Representatives of the educational associations also confer with officials of the Board of Education at the regular conferences arranged by the latter's Adult Education Division.

A general consensus obtains between the educational associations as regards their methods and forms of activity. On the other hand, their programme policy and subject offerings show greater differences. As was observed for the folk high schools, policy is largely determined by the objectives of the popular movement with which an association is affiliated. The associations also differ in regard to the people who participate in their activities.

The most important types of association activity are study circles, lectures, in-residence courses and leisure groups for young people. In the past several associations ran comprehensive library services, but these are gradually diminishing as the public libraries have taken them over. In addition, most associations conduct "extra-curriculum" programmes designed to reach new groups of people who have not taken previous part in adult education work.

Study circles

Definition

A study circle is officially and generally defined as a group of comrades who meet to pursue common theoretical and practical studies of a fixed and limited subject on the basis of a predetermined plan of study.

All three essentials of a study circle are present in the definition. First, the element of camaraderie or fellowship, where all meet on equal terms. Second, the choice of a particular and limited subject. And third, the pursuit of studies in observance of a plan. Ever since the first study circles in the modern sense began to work at the beginning of the present century, these three elements have crystallized and retain their validity for all types of study circles throughout the country.

The study circle is a converging point for common endeavor and fellowship. It is made up of interested people from the local community who regularly give of their spare time to study, in conversational form, a subject of their own choosing. Of crucial importance for the spirit in which meetings are held and the results they achieve are the equality of members and the active participation of all. Among other things, this means that the leader of a study circle shall act and comport himself as primus inter pares.

Many study circle leaders are not teachers by profession. However, circles which study skill subjects or which specialize intently will bring in professional teachers from academic or business life. To carry out their duties as leaders of study circles, all these categories require special training; the educational associations run a school for this purpose (see under In-residence courses, beginning on page 25). Owing to the large numbers of leaders who lack special training, more and more importance has had to be attached to the use of teaching aids for study circles. Accordingly, a great deal of work has gone into the improvement of syllabuses and manuals. This matter will be elaborated under Procedures (page 20).

A few more points to make clearer how study circles operate: They hold their meetings during the spare time of members, usually once a week for two hours at a time. Every study circle shall have at least five members (10 is the present average), and they must meet at least 10 times to study the subject of their choice, making a total minimum of 20 hours of study. The average length of a course is about 30 hours at the present time.

When a course is completed, the members may disband or, after a period of vacation, they may reconvene to pursue either more advanced studies in the same subject or begin another subject.

Procedures

The procedures used in study circles are highly varied. No attempt is made to standardize them, nor is this desired. That would violate a basic concept of Swedish adult education. Each study circle should adapt its work to the interests of members, as well as to their capabilities, experiences, wishes and needs.

Certain qualities, however, are common to all circles. Their work is conducted with reference to study literature in the form of printed materials, which nowadays are increasingly amplified by audio-visual aids: film strips, tapes, records, flannel boards, etc. The printed materials are designed as systematized learning guides and furnish members with the factual data they need to broaden their knowledge of a subject. Their contents shall be such as to maintain interest and induce self-activity, lead up to questions which members can discuss on the basis of the factual data provided and, wherever possible, relate to their experiences as adults in different walks of life. As a matter of course, the subject matter of printed materials shall be presented objectively; the idea is not to serve members with ready-made opinions, but with the knowledge and breadth of view they need to form their own opinions. The materials shall be modern in their typography and make liberal use of illustrations, both to reinforce what is learned and to lighten the text. References shall be made to other sources: to books obtainable in a library, to

persons and institutions who can help clarify the subject of study, or to more specialized individual studies and other ideas for team-work. Further, suggestions are given for home-study between meetings of the circle.

All these requirements are meant to help train members to make fruitful use of the study literature. At the same time it encourages members to exchange views at meetings and to work on the material between meetings, either alone or in groups.

The literature is variously designed according to its purpose. It may be no more than a concise plan of study based on a set of books or a commercially available textbook on a specific subject. In the majority of cases, however, study circles work from specially printed manuals or handbooks laid out along the lines of a correspondence course. This type of material is further treated under Correspondence schools on page 28.

The leader's role is a coordinating one. It is up to him to spur discussion at circle meetings, see to it that all members get the chance to contribute to the best of their ability and to express different opinions, and ensure that tolerance and willingness to listen mark the spirit of the circle.

While in session, a study circle is entitled to two "expert visits". On these occasions a prominent specialist in the field comes to answer questions put by the members, makes suggestions for further study, or reviews a special aspect of the subject. These visits are meant to supplement the work of the leader and the contents of printed materials and other aids employed.

Because of the way in which study circles are organized, members add not only to their knowledge, but also learn to get along together, to overcome preconceived notions, perfunctory habits of thought and prejudices, and to gain more understanding of the other fellow's point of view.

The procedures described above are certainly one explanation of why the study circle is so popular in Sweden. When properly used,

they enable members to develop self-activity, improve their verbalizing ability, and to work in meaningful association with people of similar interests. The study circle thus helps break the isolation so strongly felt by many people in today's industrialized society.

Subject offerings

Study circles offer wide opportunities for instruction. Many concern themselves with subjects whose purpose is to add to and enlarge on the knowledge previously acquired in the elementary school or from other sources. Chief emphasis here is on Swedish, foreign languages, mathematics and natural science.

Another major subject group consists of civics, international problems, welfare issues and economics. A third group of broad range takes in literature, art, theatre, music, arts and crafts, and other aspects of esthetic education.

As was indicated earlier, the role accorded these subject groups varies from one educational association to another. The objectives of their parent organizations, the popular movements, will determine the subjects stressed by the associations in their efforts to enroll participants, the size of their investment in new study literature and teaching aids, and the emphasis to put on their training of leaders.

A few general tendencies are worth noting under this head. The study of foreign languages has grown in scope since the end of World War II. This is explained by the limited currency of the Swedish language, the greater penchant of Swedes for foreign travel in the wake of higher living standards, and the growing influx of foreign visitors to Sweden. The desirability of knowing a foreign language is certainly enhanced by films and the broadcasting media. Although the compulsory school now gives basic courses in a couple of foreign languages, many persons of mature years did not learn them when they went to school and have turned to adult education to make good the deficiency.

Interest in public affairs, welfare issues, international problems and economics is growing from year to year, though not at the same pace as in other subject groups.

The sharpest rise in number of study-circle members is shown by the esthetic subjects. Heightened interest in drama, music and the arts undoubtedly reflect the nation's increased prosperity: large sections of the community now enjoy greater leisure and affluence. They seek out meaningful experiences in fields which used to be reserved for the well-to-do. The educational associations also make great efforts to offer esthetic studies as an alternative to the commercialized entertainment which permeates so much of our leisure today.

Curiously, little interest is shown in history. Just why this subject should rank so low in appeal is something which defies ready explanation. One reason, perhaps, is that Sweden lives on the periphery of world events, by virtue of non-involvement in war and political conflicts plus the accident of geography, which may account for a widespread provincial or isolationist attitude. In any event, attempts to make history more attractive in study materials have so far met with little success, and a task for the future will be to find ways and means for suitable presentation of this subject.

A tabulation of the subjects offered by study circles is given on page 36.

Enrollment

Each year more than one million people complete work in 100, 000 study circles arranged by the 13 approved educational associations. It should be pointed out that there is some overlapping in the attendance figure, since many circles convene for only one term, after which its members enroll for a second term either to start another subject or to continue studies in the same subject. As a rough estimate, however, one of every ten adult Swedes attends a study circle every year.

A wide age range is represented, but we do not know its exact distribution because complete statistics are lacking. The minimum age for admission to a study circle is 14, but except for music courses the number of members between 14 and 18 is relatively small. Generally speaking, the majority range in age from 25 to 40. In consequence of special measures taken by the educational associations, however, large groups of pensioners and of young people under 25 have been brought into study-circle work.

The men and women are about equally divided. As recently as ten years ago or so, women were very much in the minority. But with every passing year more of them have been entering the study circle, attracted chiefly by foreign languages and esthetic subjects, with the public affairs-social welfare group of subjects running a good second.

A table showing number of study circles and their enrollments within the 13 approved educational associations during the 1963-64 season is shown on page 38.

Grants-in-aid

1947 was a milestone in the history of study circles when the Riksdag voted to make them eligible for grants-in-aid. The award of these funds is tied to certain conditions of a formal nature. To receive a grant-in-aid, a study circle must have at least five members, who study one subject for at least 20 hours spread out over a minimum of 10 meetings. In addition a circle must either operate in conjunction with one of the approved associations or report directly to the Adult Education Division of the National Board of Education. The association with jurisdiction over a circle must approve the study material it uses and the person who serves as its leader.

A grant-in-aid covers 75 percent of the vouched-for expense incurred to pay for a circle leader and study materials, with the maximum contribution fixed at SKr 15 per study-hour. Further grants are payable to study circles to pay for the expert visits referred to above under Procedures.

In addition the educational associations receive a subsidy towards their administrative expenses and pedagogical work, including the production of study materials, experiments with new methods and the training of leaders for study circles. The subsidy is divided between the associations in proportion to the scale of their activities.

The amounts of public monies for these purposes are shown on the back page.

Lecture series

As noted above under Lecturing activity, the educational associations cooperate in this field with the National Adult Education Association, the county educational societies and the local lecturing institutes. The educational associations strive to tie in their lecturing activity with the work of study circles, and they particularly foster the type known as the lecture series (page 34).

The table on page 34 breaks down lecturing activity conducted under the auspices of the 13 approved educational associations for the 1963-64 academic year.

In-residence courses

The concern of educational associations with in-residence courses is primarily for the training of their organizers and administrators, and for the training of teachers and leaders in the study circles. Training programmes run for varying length, ranging from weekend to one-month courses.

As a general rule, in-residence training of study-circle leaders concentrates on teaching methods rather than subject instruction. Participants learn how to conduct circle work and lead a group of adults, stimulate activity in the group, make the best use of library services and teaching aids, etc.

The in-residence courses offered by the educational associations are estimated to have an annual enrollment of 10,000. Considering the size of study-circle activities, there is certainly every reason to

enlarge the training programmes for organizers and leaders. Although expansion has been checked by limited resources of money and manpower, several associations have been able to augment their programmes in recent years. A further stimulus to growth came in 1964, when the Riksdag voted extra funds for the pedagogical side of operations.

The majority of educational associations also organize national or regional conferences. For example, association members from different parts of Sweden attend conferences on programme planning. Further, representatives of organizations, institutions, communes, etc. are invited to conferences dealing with topical problems in public affairs; their chief purpose is to dwell on subject areas which deserve greater attention in adult education.

Leisure groups for young people

It has long been considered a particularly urgent task to attract the younger age groups. As already indicated, a great many people under 25 take part in study circles. Still there remain rather large groups of young men and women who, owing to disposition and background, cannot be brought directly into the more regular and ambitious kind of work which demands intellectual activity and private study.

It is to meet this aim that leisure groups for young people have been established. These groups engage in such activities as party games, sports, sloyd, hikes and outings, and programmes are organized to stimulate cooperativeness, tolerance and teamwork. Maximum provision is made for simpler intellectual pursuits in the form of speeches and conversations based on printed materials which do not demand as much of the reader as those used for study circles.

The most extensive leisure groups are those run by educational associations who directly collaborate with youth organizations of various kind. Most of the programmes are therefore planned and executed in partnership with these organizations. Grants-in-aid are payable

for half the total expense, though at not more than SKr 4.50 per participant plus a per capita contribution of SKr 2 towards cost of premises and the like regardless of the actual costs incurred.

To qualify for a grant-in-aid, a leisure group must have no less than five and no more than 25 members between 12 and 24 years of age. Further, the members must convene to carry out planned objectives for at least 10 meetings, spread out over 20 working hours for 10 weeks. The group leader shall be approved by the educational association to which the group reports. It will be noted that these requirements correspond with those prescribed for study circles.

During the 1964-65 academic year close to 300, 000 young people belonged to leisure groups conducted by the approved educational associations. Similar groups are also sponsored by other bodies, with sports clubs predominating; in 1964-65 their programmes enrolled more than 600, 000 young people.

Other programmes

Given the objectives and character of Swedish adult education as a mass movement, the educational associations are naturally concerned to attract the widest sections of the community and inform them that this field also offers opportunities for enriched leisure. In calling attention to these "extra-curricular" aspects of adult education, the associations work in increased mesure with the public libraries, with the world of professional music and theatre, and with museums and other cultural institutions. Collaboration is manifested in joint sponsorship of dramatic performances, exhibitions, concerts, visits to libraries, and so forth.

Both sides benefit from this arrangement. The cultural institutions gain a greater interest in their work, while every sponsored event enables the educational associations to publicize their programmes of study and other activities in the esthetic fields.

Although the educational associations do not qualify for grants-in-aid

towards these "extra-curricular" services, indirect benefit is received by virtue of governmental support of cultural endeavor.

Correspondence schools

Instruction by correspondence is widespread in Sweden. One of the largest correspondence schools is privately owned and represents a merger of two previously separate enterprises: Hermods and NKI-skolan. Two schools are owned by popular movements: Brevskolan by the consumer cooperatives, trade unions, white-collar organizations and IOGT, the leading temperance group; and LTK, administered by the organized agricultural interests.

Hermods-NKI chiefly provides individual instruction for those who wish to make up deficiencies in their formal education or who are pursuing technical studies towards subprofessional qualification. As of the 1964-65 academic year about 300,000 were enrolled in Hermods-NKI courses. Brevskolan and LTK are mostly concerned with producing materials suitable for use in study circles. In addition, Brevskolan offers subprofessional technical courses, while LTK has vocational training courses for farmers. In 1964-65 their enrollments were about 220,000 and 40,000, respectively.

Libraries

Sweden's public libraries are run by the local authorities. Almost every commune or municipality has its own library, and the larger ones also have branches. The majority of libraries contain a children's department.

At the regional level, a central library is located in each county. It lends books to libraries and private persons within the region, sends out bookmobiles, and acts as adviser to the local libraries.

Public library services also extend to hospitals and the armed forces. The schools have special libraries, as do a number of scientific institutions. We have already noted that some of the educational associations have their own libraries, primarily to meet the needs of study

circles; these are now being phased out and turned over to local authorities. The ones still in operation are run as public libraries.

To a growing extent the public libraries are engaged in extension services. They arrange exhibitions and gatherings for the general public, and promote and maintain relations with educational associations and other adult education groups. Audio-visual aids are housed in special departments, many of them with separate rooms for televiewing and even cinemas. The county libraries maintain a collection of records which are lent to groups and individuals for the study of music, foreign languages, etc.

Administration of public libraries by the communes also entails financial responsibility. Beginning in 1965 the national government granted library subsidies designed to encourage local authorities to take special measures to expand library services; the initial subsidy amounted to SKr 2,000,000.

Broadcasting

No advertising or other forms of commercial sponsorship are permitted in broadcasts over Swedish radio and television.

With three channels now available to the domestic radio services, the Swedish Broadcasting Corporation is well equipped to cater for listeners who wish to improve their minds. Among the programmes which serve this purpose are lectures and discussions on public affairs and international problems, literary readings, plays and musical performances. News bulletins and analyses of current events are other examples of highly informative programmes of interest for adult education.

However, the Corporation has also exerted itself to present programmes of undiluted adult educational content. The chief contribution of sound radio under this head has been in foreign languages, often taught in observance of very high professional standards and commanding large audiences. Over the years most of the modern languages have been covered, with courses both for beginners and

advanced students.

In the production of these programmes the Corporation has enlisted the active participation of adult education groups and has established a joint Adult Education Committee for this purpose. The programmes are now broadcast under the title, Adult School of the Air. Every year it presents series of from six to 12 programmes of from 20 to 30 minutes each on a particular subject, chosen on the basis of a recommendation by the Adult Education Committee. Courses have been given in public affairs, esthetic subjects, problems of home and family, etc.

Experience to date shows that group listening of educational programmes occurs to only a limited extent. Most study circles who plan their work around an Adult School of the Air course arrange to have members listen to the broadcasts individually, after which they meet for further discussion of the subject with reference to the instruction booklets published by the Corporation. Different ways of organizing broadcast courses are now being experimented with in an effort to find a definitive and ideal form for them.

The Corporation also allows air time to adult educators for orienting listeners to the current programmes of educational associations and other groups in the field. A significant role is played here by the growing emphasis on regional as opposed to national broadcasts. The regional programmes give adult educators the opportunity to bring listeners abreast of what is going on locally.

Of particular interest is the university course in political science broadcast during the winter of 1964-65 under the joint auspices of the Corporation, Stockholm University, and adult educators. This was the first time lectures were given at university level over the air. The experiment was a huge success, with 6,400 listeners formally enrolled. Joint provision was also made to have the participants meet in regional seminars after the course, where the essays they had elected to write were reviewed. The course aimed to satisfy the initial requirement (based on the point system of Swedish universities) for proficiency in political science. Special measures had been

taken to permit the participation of persons who lacked formal qualifications for study at university level. The experiment continued in 1965-66 with a similarly organized course in international political science.

At present Swedish television is confined to a single channel, which leaves little room for straightforward adult education. Even so, the newscasts, plays, concerts and art programmes put on by Swedish TV are good illustrations of how it helps to further adult education by virtue of its general programme policy.

A Parliamentary Committee on Broadcasting, which completed its inquiry in 1965, has recommended a considerable expansion of adult education programmes as well as increased collaboration with organizations in the field.

1965

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Translated by Rudy Feichtner.

LISTS AND TABLES

The approved educational associations

The associations listed below are those which currently qualify for grants-in-aid from the national government.

Workers' Educational Association
(Arbetarnas Bildningsförbund, ABF)
Founded in 1912
Sponsors: 18 national organizations in or allied with the labor movement.

Swedish Blue Ribbon Educational Association
(Blåbandsrörelsens Studieförbund, BSF)
Founded in 1947
Sponsor: Blue Ribbon, a Christian temperance movement.

People's University
(Folkuniversitetet, FU)
Founded in 1947
Sponsors: National Federation of Lecturing Associations and university departments of extramural studies.

Non-Conformist Educational Association
(Frikyrkliga Studieförbundet, FS)
Founded in 1947
Sponsors: 11 national nonconformist organizations.

Good Templars' Educational Association
(IOGT:s studieförbund)
Founded in 1894
Sponsor: Order of the Good Templars, a temperance organization.

National Educational Association for the Y.W.C.A. and Y.M.C.A.
(KFUK-KFUM:s studieförbund)
Founded in 1929
Sponsors: Young Women's Christian Association and Young Men's Christian Association.

Liberal Educational Association
(Liberala studieförbundet, LiS)
Founded in 1948
Sponsors: Organizations of the Liberal Party; the Swedish Union of Liberal Students.

National Order of Templars' Educational Association
(NTO:s studieförbund)
Founded in 1922
Sponsor: National Order of Templars, a temperance organization.

Young Farmers' Association
(Studiefrämjandet, Stud. F.)
Founded in 1918
Sponsors: Agricultural organizations of young people.

Educational Association of the Citizens' School
(Studieförbundet Medborgarskolan, SFM)
Founded in 1940
Sponsors: Organizations of the Conservative Party, the Swedish Union of Conservative Students, and the Swedish Youth Circle for Local Culture.

Swedish Rural Educational Association
(Svenska Landsbygdens Studieförbund, SLS)
Founded in 1930
Sponsors: National, economic, and labor organizations in agriculture; the Swedish Homestead Society.

Swedish Ecclesiastical Educational Association
(Sveriges Kyrkliga Studieförbund, SKS)
Founded in 1930
Sponsors: National and district organizations in the established Lutheran Church.

Salaried Employees' Educational Association
(Tjänstemännens Bildningsverksamhet, TBV)
Founded 1935
Sponsor: TCO, the Central Organization of Salaried Employees.

The Collaborating Educational Associations (Samverkande Bildningsförbunden) are a joint central organization with which the 13 approved educational associations are affiliated.

On behalf of their members, the Collaborating Educational Associations arrange common courses for study leaders and conferences on current problems, make representations to authorities, submit opinion and comment on proposed legislation, etc.

Lecturing activity 1963-64

Lectures supported by grants-in-aid 1963-64:	ABF	BSF	FS	FU	IOGT	KFUK-KFUM	LiS
Religion, philosophy	12	2	67	-	-	18	-
Psychology	289	15	58	80	17	16	14
Adult and other education	312	16	62	5	53	14	10
Languages	203	-	-	79	21	-	26
Literature	198	55	9	45	19	1	1
Art	334	6	-	29	17	8	16
Arts and crafts	21	-	3	-	59	-	-
Theatre	88	-	-	20	130	4	-
Cinema	51	-	-	91	2	-	-
Music	264	23	85	42	59	54	20
Archæology, history biography	71	9	-	31	2	-	-
Ethnography, local history	88	-	-	-	6	1	2
Geography	147	3	7	11	5	-	-
Sociology	283	5	12	15	20	2	-
International issues	282	1	3	46	13	-	-
Rules of order	329	-	-	-	19	8	18
Law and government	529	-	-	6	-	-	3
Social welfare	398	-	-	-	17	2	2
Labor relations	704	-	-	-	-	-	-
Popular movements	164	-	3	4	11	2	-
Technology, industry, communications	136	-	-	4	8	-	-
Economics	616	-	-	6	2	-	10
Home economics	89	-	-	4	-	2	-
Agriculture, etc.	18	-	-	-	-	-	-
Natural science	24	-	-	25	17	-	-
Medicine	119	-	-	5	-	-	-
Sports	7	-	1	-	6	1	-
Total	5.776	135	310	548	503	133	122

Lecturing activity 1963-64 (cont.)

Lectures supported by grants-in-aid 1963-64:	NTO	StudF	SFM	SKS	SLS	TBV	Total
Religion, philosophy	-	-	-	332	8	-	439
Psychology	9	-	4	353	41	171	1,067
Adult and other education	16	10	22	212	15	24	771
Languages	-	-	24	14	39	6	412
Literature	-	-	2	17	16	1	364
Art	1	-	71	7	13	58	560
Arts and crafts	8	-	30	-	1	2	124
Theatre	91	-	6	55	28	10	432
Cinema	-	-	-	-	-	122	266
Music	25	15	1	236	5	11	840
Archæology, history biography	-	-	8	21	33	27	202
Ethnography, local history	2	1	6	15	17	2	140
Geography	-	-	3	27	12	45	260
Sociology	-	10	-	35	16	7	405
International issues	14	-	3	20	15	-	397
Rules of order	5	-	5	40	15	-	439
Law and government	-	-	7	31	40	76	692
Social welfare	-	3	2	22	7	10	463
Labor relations	-	-	-	-	66	67	837
Popular movements	2	-	-	-	5	-	191
Technology, industry, communications	3	-	2	-	24	47	224
Economics	-	-	26	-	140	-	800
Home economics	-	-	26	25	15	-	161
Agriculture, etc.	-	-	-	-	104	-	122
Natural science	-	31	2	1	10	4	114
Medicine	-	-	2	45	10	12	193
Sports	16	-	4	-	-	-	35
Total	192	70	256	1,508	695	702	

* Grants-in-aid to lecturing activity amounted to SKr 2,100,000 during the 1963-64 academic year.

Subjects offered by study circles 1963-64

Subject groups:	Number of circles	ABF	BSF	FS	FU	IOGT	KFUK-KFUM	LiS	NTO
Religion, philosophy, psychology	11,603	622	53	3,582	22	204	322	94	150
Languages	19,934	6,874	41	52	4,838	281	51	344	127
Literature, art, theatre, cinema	14,234	4,526	115	217	228	1,594	222	1,086	836
Music	21,481	7,741	204	2,998	55	1,170	398	624	702
History, geography	1,471	351	33	10	6	98	1	431	58
Law and government	13,458	8,337	46	148	43	1,103	62	462	279
Technology, industry, communications	4,480	1,053	57	1	98	344	18	60	58
Economics and business	11,867	4,638	34	13	111	431	34	282	65
Natural science, medicine, sports	7,023	1,369	17	133	68	650	62	127	172
Total	105,551	35,511	600	7,154	5,469	5,875	1,170	3,510	2,447

Subjects offered by study circles 1963-64 (cont.)

Subject groups:	SFM	SKS	SLS	Stud F	TBV	Total
Religion, philosophy, psychology	154	5,605	434	195	176	23,216
Languages	2,071	972	281	235	3,767	39,868
Literature, art, theatre, cinema	1,981	779	1,289	280	1,081	28,468
Music	542	3,665	1,028	1,659	695	42,962
History, geography	63	133	180	62	46	2,943
Law and government	814	262	1,090	169	643	26,916
Technology, industry, communications	731	35	892	282	851	8,960
Economics and business	1,082	304	2,320	1,325	1,228	23,734
Natural science, medicine, sports	1,164	669	674	1,129	789	14,046
Total	8,602	12,424	8,188	5,336	9,276	

Study-circle activity 1962-64 (all circles)

Educational associations	Circles		Members		Hours of study	
	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64
ABF	34,419	35,511	332,216	332,488	875,811	907,340
BSF	684	600	6,475	6,028	16,500	15,210
FS	7,409	7,154	94,120	95,545	169,477	163,167
FU	5,397	5,468	60,821	58,039	142,516	141,248
IOGT	4,834	5,875	43,763	51,598	127,644	161,255
KFUK-KFUM	1,056	1,170	15,188	16,473	31,069	32,681
LiS	3,270	3,510	30,455	33,565	78,081	88,910
NTO	2,534	2,447	21,757	20,716	68,661	69,471
Stud F	4,723	5,326	37,491	41,800	127,234	144,265
SFM	7,852	8,602	84,375	89,967	198,403	224,921
SKS	12,072	12,424	132,792	149,360	301,800	276,828
SLS	7,994	8,188	65,853	65,641	212,776	217,943
TBV	8,961	9,276	93,598	95,820	229,284	257,733
Total	101,155	105,551	1,018,904	1,059,040	2,579,256	2,700,942

Study-circle activity 1962-64 (circles receiving grants-in-aid)

Educational associations	Circles		Members		Hours of study	
	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64
ABF	32,821	34,242	315,537	318,482	839,854	876,549
BSF	684	600	6,475	6,028	16,500	15,210
FS	4,843	4,202	65,814	58,019	122,641	110,204
FU	4,880	5,160	55,705	54,627	125,290	132,896
IOGT	4,642	5,714	41,579	49,758	122,575	157,001
KFUK-KFUM	856	992	10,607	12,252	22,339	26,459
LiS	3,171	3,510	30,455	33,565	78,081	88,910
NTO	2,051	1,967	17,164	16,396	58,854	56,196
Stud F	4,646	5,283	36,844	41,492	125,860	143,835
SFM	6,548	7,213	64,803	70,033	173,944	199,304
SKS	7,788	7,461	99,466	98,652	200,885	181,956
SLS	7,552	7,864	61,753	64,619	202,898	211,056
TBV	7,987	8,260	80,385	82,029	201,330	221,838
Total	88,469	92,468	886,567	905,952	2,291,051	2,421,414

1963 enrollment in publicly supported folk high schools

Figures refer to courses begun in 1963.

First year		Second year			
Men	Women	Men	Women	Total,	whereof women
2,596	3,456	2,061	2,759	10,872	6,215

In addition about 2,000 pupils attended short-term special courses under the auspices of the folk high schools.

Statistics are lacking on enrollments in folk high school courses organized by the popular movements and other bodies.

Grants-in-aid to folk high schools in the 1963-64 academic year

Towards operating expenses (teacher salaries, etc.)	SKr. 26,450,000
Scholarships and study aid to pupils	SKr. 7,235,000

In 1964-65 grants-in-aid toward operating expenses came to SKr. 36,700,000, while approximately SKr. 7,500,000 was granted for scholarships and study aid.

Grants-in-aid to approved educational associations for the 1965-66 academic year:

Towards organizational and administrative expenses	SKr. 3,000,000
Towards pedagogical activity	SKr. 3,000,000
Towards study-circle activity	SKr.33,000,000
Towards the activities of leisure groups for young people	SKr. 8,000,000

(This money is also distributed to other bodies than educational associations which organize similar groups - see page 27.)

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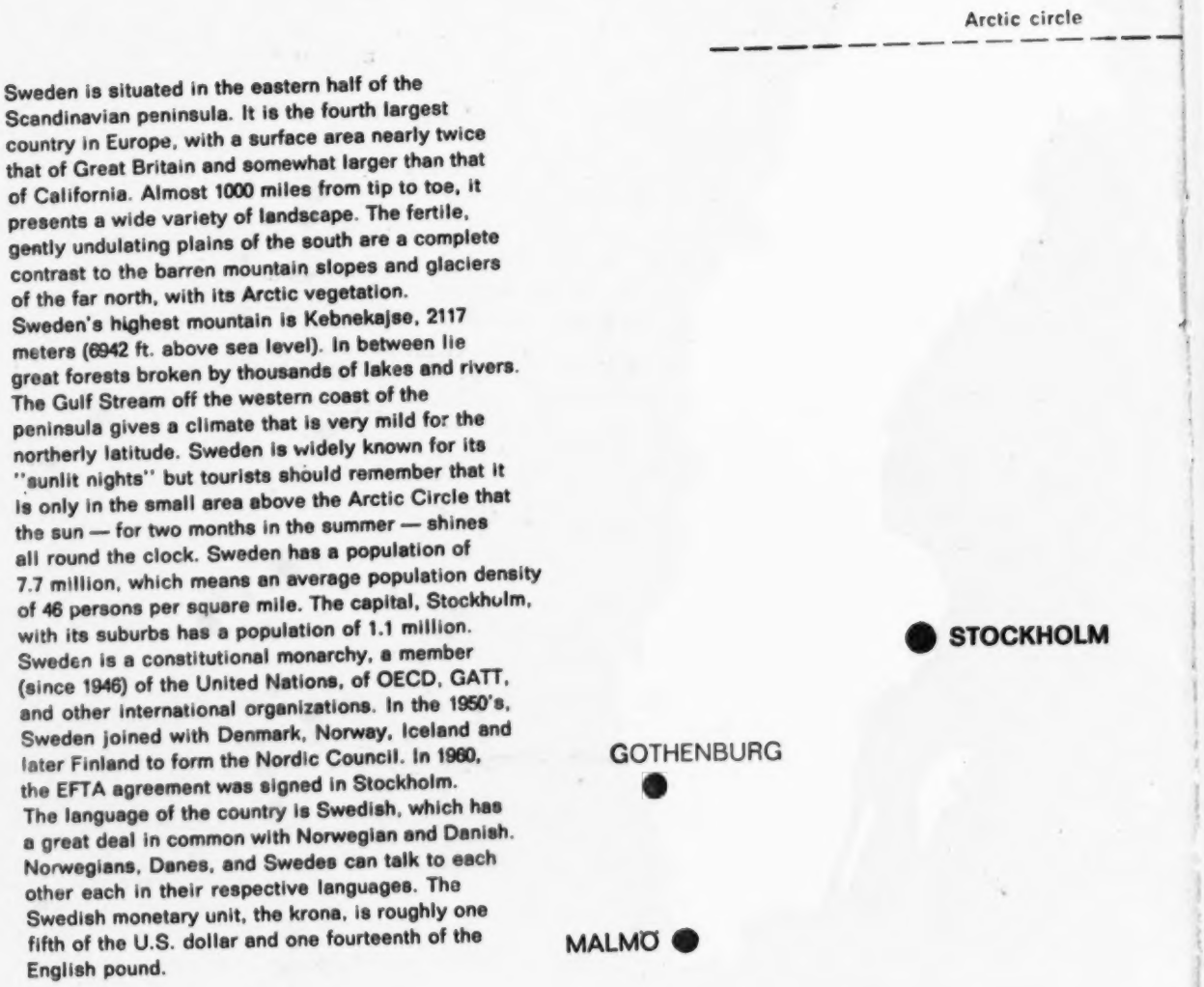
SWEDEN

Sweden is situated in the eastern half of the Scandinavian peninsula. It is the fourth largest country in Europe, with a surface area nearly twice that of Great Britain and somewhat larger than that of California. Almost 1000 miles from tip to toe, it presents a wide variety of landscape. The fertile, gently undulating plains of the south are a complete contrast to the barren mountain slopes and glaciers of the far north, with its Arctic vegetation. Sweden's highest mountain is Kebnekajse, 2117 meters (6942 ft. above sea level). In between lie great forests broken by thousands of lakes and rivers. The Gulf Stream off the western coast of the peninsula gives a climate that is very mild for the northerly latitude. Sweden is widely known for its "sunlit nights" but tourists should remember that it is only in the small area above the Arctic Circle that the sun — for two months in the summer — shines all round the clock. Sweden has a population of 7.7 million, which means an average population density of 46 persons per square mile. The capital, Stockholm, with its suburbs has a population of 1.1 million. Sweden is a constitutional monarchy, a member (since 1946) of the United Nations, of OECD, GATT, and other international organizations. In the 1950's, Sweden joined with Denmark, Norway, Iceland and later Finland to form the Nordic Council. In 1960, the EFTA agreement was signed in Stockholm. The language of the country is Swedish, which has a great deal in common with Norwegian and Danish. Norwegians, Danes, and Swedes can talk to each other each in their respective languages. The Swedish monetary unit, the krona, is roughly one fifth of the U.S. dollar and one fourteenth of the English pound.



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